R E P O R T R E S U M E S

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INTER-UNIVERSITY FILM PROJECT--THE COOPERATIVE WRITING AND TESTING OF SCRIPTS FOR A MOTION PICTURE SERIES TO BE USED IN TEACHER TRAINING.

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REPORT NUMBER BP-5-0996 PUB DATE 8 APR 66
CONTRACT OEC-5-16-007
EDRS PRICE MF-$0.25 HC-$1.36 32P.

DESCRIPTORS- *INSTRUCTIONAL FILMS, *TEACHER EDUCATION, *COLLEGE STUDENTS, *ELEMENTARY EDUCATION, *SECONDARY EDUCATION, EDUCATIONAL PSYCHOLOGY, CLASSROOM RESEARCH, KANSAS CITY, MO.

THE ULTIMATE GOAL OF THE INTER-UNIVERSITY FILM PROJECT IS TO DEVELOP AND EVALUATE A SERIES OF 20 "STIMULUS FILMS" FOR USE IN TEACHER EDUCATION. THE PRESENT PROJECT WAS TO DEVELOP 24 SUCH FILM SCRIPTS AND AN ACCOMPANYING INSTRUCTIONAL GUIDE. THE DEVELOPMENT OF THE SCRIPTS, TREATING PROBLEMS IN ELEMENTARY AND SECONDARY EDUCATION, WAS BASED ON CLASSROOM TESTING, IN WHICH THE SCRIPTS WERE USED AS A STIMULUS FOR CLASS DISCUSSION. ON THE BASIS OF CLASS DISCUSSIONS AND REACTIONS, THE CONSULTANTS RESPONSIBLE FOR EACH SCRIPT MADE SUGGESTIONS FOR REVISION WHICH WERE ACTED UPON BY THE PRODUCER AND SCRIPT WRITERS. 22 OF THE 24 SCRIPTS WERE THUS TESTED. A CONFERENCE HELD IN KANSAS CITY IN JAN. 1966 SELECTED 5 SCRIPTS TO BE PRODUCED FIRST. PLANS FOR THE UTILIZATION AND EVALUATION OF THE FILMS ARE IN PROGRESS. (MS)

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THE COOPERATIVE WRITING AND TESTING OF SCRIPTS FOR A MOTION PICTURE SERIES TO BE USED IN TEACHER TRAINING.

EM004004

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American Association of Colleges for Teacher Education

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Clarion (Pa.) State College

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Peter F. Oliva
University of Florida

Laurence D. Brown
Clinton I. Chase
Indiana University

Stephen E. Hodge
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INTER-UNIVERSITY FILM PROJECT

Stimulus Films for Teacher Education

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

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INTER-UNIVERSITY FILM PROJECT:

THE COOPERATIVE WRITING AND TESTING OF SCRIPTS FOR A MOTION PICTURE SERIES TO BE USED IN TEACHER TRAINING

Report of a Project

----Funded By----

the U. S. Office of Education
under the provision of
Title VII of the National
Defense Education Act

-- In Cooperation With --
Teacher Education and Media
Project, AACTE.

by

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EM 004 004

Foreword

The project described in this report was supported by contract No. OE-5-16-007 with the United States Office of Education under the provision of Title VII of the National Defense Education Act.

This is the second in a series of projects undertaken by the Inter-University Film Group, whose members are listed on the cover of this report. The members of this group originally represented eight universities and the American Association of Colleges for Teacher Education. However, several members have changed to new universities and institutions; they have uniformly continued their interest in the Project and their identification with the Group. Thus, the number of universities represented has increased to eleven.

The members who have changed institutions from those listed on the cover are: David Gliessman is now at Indiana University; Stephen E. Hodge is at the University of Colorado; Walter J. Mars is at AACTE; Desmond Wedberg is at the University of Maryland.

David Gliessman
Don G. Williams

April 8, 1966

TABLE OF CONTENTS

INTRODUCTION - - - - - - - - - - - - - - - - - 1

PURPOSES OF THE PROJECT - - - - - - - - - - 3

PROCEDURE AND RESULTS - - - - - - - - - - - 4

Development and Assignment of Treatments - - - - - - - - - - - - - 4

Classroom Testing of Film Treatments and Scripts - - - - - - - - - 7

Final Revision of Film Scripts and Selection of First Films to be Produced - - - - - - - - - - - - - 15

PROGRESS ON UTILIZATION PLANS - - - - - - - 17

APPENDIX - - - - - - - - - - - - - - - - - - - 19

A. Sample Student Guide - - - - - - - - - 20

B. Twenty-Two Approved Film Scripts - - - - - - - - - - - - 29

INTRODUCTION.

The long-range goal of the Inter-University Film Project is to develop and evaluate a series of twenty "stimulus films" for use in teacher education. These will be brief, open-ended films that pose realistic problems in school teaching and learning at both the elementary and secondary levels. The problems portrayed in the films will be related to the content of educational psychology as well as to other areas in Education. Such a film series could serve as the vehicle for a variety of instructional methods: class discussion, role playing, independent study, self-instruction in small groups, etc. Our plan is to evaluate the effectiveness of the films when used in several of these ways.

The Inter-University Film Project is a cooperative project involving representatives at the following universities: Clarion (Pa.) State College, University of Colorado, University of Florida, Indiana University, University of Maryland, University of Missouri, University of Missouri at Kansas City, New York State College at Oswego, North Texas State University, Ohio State University, and Syracuse University. The American Association of Colleges for Teacher Education has also cooperated in sponsoring this project.

In the first project of this series, under Contract No. OE-4-16-017, the problems to be filmed were selected on the basis of an extensive survey of undergraduate students,

practicing teachers, and professors of Education. Tentative planning was also done on ways of using and evaluating the film series. The final report on this first project has been completed and submitted to the U. S. Office of Education.[1] A rationale for the films and a more detailed description of the cooperative aspects of the project can be found in the Introduction to this first report.

[1] Inter-University Film Project: Developing Titles, Plan of Utilization, and Plan of Evaluation for a Series of Problem-Centered, Open-Ended Films to be Used in Teacher Training. Project Report, Title VII NDEA, U.S. Office of Education, July 28, 1965.

PURPOSES OF THE PROJECT.

The major goal of the present project was to cooperatively develop a series of twenty-four film scripts based on the problems finally selected in the survey described above.[1] The development of these scripts was to be based on an actual try-out or "field testing" of the scripts, or of detailed "treatments" of the scripts, in undergraduate classes at the various cooperating universities. This "field testing" was expected to provide information that would make it possible to improve significantly on the original problems as they were developed into scripts. Our expectation was that this procedure would result in a series of film scripts that would be maximally interesting, useful, and relevant.

A secondary purpose of the present project was to initiate the development of an "Instructional Guide" to accompany the film series. In addition, planning was to continue for the development of possible ways of using, and means of evaluating the film series.

[1]A discrepancy will be noted between the twenty films to be produced and the twenty-four film scripts to be written. The reason for preparing this surplus of four scripts was to provide some latitude for dropping several scripts before final production. It was expected that several scripts might eventually be found to present production problems or would be judged to be of less instructional value than other scripts.

PROCEDURE AND RESULTS.

Development and Assignment of Treatments.

A first step in the project was to expand and refine the selected problems into "treatments." These "treatments" (essentially, a detailed description of each problem as it might be filmed) were used in assigning the films to different universities and in conducting the field testing at the cooperating universities. The assignment of problems and planning of the field testing were completed at a conference of the Inter-University Film Group in Chicago in March, 1965. First, the twenty-four film treatments were approved by the entire Film Group. Three treatments were then assigned to each team of two conference members from the participating universities. To as great an extent as possible, assignments were made on the basis of preferences for certain film treatments expressed by the participants prior to the conference. Each team of two "educational consultants" was asked to be responsible for helping to develop and test their three film scripts. Each educational consultant was also asked to help develop the section of the "Instructional Guide" related to the films for which he was responsible. A list of the consultants and the film titles assigned to them is given on the next pages.

A second task at the conference was to explore further the possibility of devising a common utilization and evaluation plan for the films at all of the participating universities. The most concrete result of this exploration was the recommendation that a

Elementary Film Titles and Consultants

A-3	Bicycles in the Driveway	Harold E. Simmons Kenneth G. Vayda
A-5	First and Fundamental R	Laurence D. Brown Clinton I. Chase
A-7	Julia	Harold E. Simmons Kenneth G. Vayda
A-8	One For You and One For Me	Bob G. Woods Stephen E. Hodge
A-10	A Time To Speak	Donald Avila Peter F. Oliva
A-12	Image in the Mirror	Donald Avila Peter F. Oliva
A-15	What Do I Know About Benny?	Donald R. Cox David Gliessman
A-16	Judge Without Jury	L. O. Andrews F. R. Cyphert
A-20	A Child Who Cheats	Charles M. Clarke John Plunkett
A-28	Give Me Instead A Catastrophe	Charles M. Clarke John Plunkett
A-30	Explorers	Thomas E. Clayton Walter J. Mars

Secondary Film Titles and Consultants

B-2	I Walk Away in the Rain	L. O. Andrews F. R. Cyphert
B-3	Less Far Than the Arrow	Thomas E. Clayton Walter J. Mars
B-4	Report Card	Laurence D. Brown Clinton I. Chase
B-18	The Day the Insects Took Over	Charles M. Clarke John Plunkett
B-19	Some Courses Don't Count	Stephen E. Hodge Bob G. Woods
B-20	Walls	David Gliessman
B-22	Tense: Imperfect	Thomas E. Clayton Walter J. Mars
B-23	Poetry in Paul	Harold E. Simmons Kenneth G. Vayda
B-25	Just A Simple Misunderstanding	Laurence D. Brown Clinton I. Chase
B-28	The Name of the Game is Teaching	Stephen E. Hodge Bob G. Woods

small "research planning group" be formed to develop specific plans for the utilization and evaluation of the films.

A more detailed summary of this conference and copies of the twenty-four treatments developed can be found in the First Progress Report on Contract No. OE-5-16-007, submitted to the U. S. Office of Education on August 4, 1965.

Classroom Testing of Film Treatments and Scripts.

As indicated above, the basic purpose of trying out or "testing" the treatments and scripts was to provide information that might help to produce films of high instructional value. A few "ground rules" were established for this classroom testing to help standardize the testing conditions to some extent. As much as possible, the consultants were asked to try out their treatments and scripts in undergraduate classes, in the general area of educational psychology, composed of students who had not had practice teaching experience. This, of course, is the kind of audience for which the films are primarily intended. The consultants were encouraged also, however, to try out these materials in classes that did not fit these standard conditions: graduate classes, classes composed of practicing teachers, etc. It was felt that such varied conditions might provide greater breadth and perspective to the information received about reactions to the problems.

In this testing, the treatments or scripts were to be used as a stimulus for class discussion. The consultant (or whoever conducted the class session in his place) was asked to provide

a minimum of guidance or direction to the discussion; the purpose was to determine the effectiveness of the <u>problem</u> in generating discussion, not the effectiveness of the discussion leader. The aim of the discussion was to answer the following questions about each treatment or script:

1. What is the problem? Why has it developed?
2. What should the teacher do next? If you were the teacher, what would you do next? Why?

The resulting discussion was to be analyzed by the consultant in terms of three criteria:

1. Does the treatment or script present a problem that is genuinely problematical? Does it lead to a variety of possible "solutions" or decisions?
2. Does the treatment or script actually stimulate discussion?
3. Is the problem portrayed related to--or could it be related to--some significant aspect of the content of educational psychology? Did such content enter into the discussion (or could it be easily introduced into the discussion, under conditions of a higher degree of leadership)?

The students' general and specific reactions to the problem portrayed were also invited: Did the problem seem to be essentially a realistic one? Were there unrealistic aspects to the portrayal of the problem? Are there ways in which the dramatic impact of the script might be increased?

On the basis of these discussions and reactions, as well as on the basis of their own reactions, the consultants responsible

for each film script summarized their recommendations and suggestions for changes in that script. These summaries were then forwarded to the producer and script writers who made the necessary script revisions. The revised scripts were returned to the consultants responsible for them for their further suggestions and comments.

On the following four pages, tables are provided that summarize information about the conditions of the classroom testing itself. Twenty-two of the twenty-four film treatments or scripts have been tried out in classrooms. One treatment was discarded without a testing because of probable difficulties in writing or filming the script. A second treatment was dropped because of its similarity to other treatments in the series. It can be noted in the tables that twelve of the twenty-two problems were tried out at least twice. Some of the problems were tested in treatment form, some were tested in script form, and some were tested in both forms. In the majority of cases, however, the problem was tested in the form of a treatment.[1]

[1]It should be noted that the data in the tables represents the minimum number of try-outs given the treatments and scripts; these were the required try-outs that were actually reported to the project directors. In many cases, the treatments and scripts were used in a number of other classes and situations that were not formally reported, and thus are not included in the tables.

TABLE I.

Testing of Elementary Treatments and Scripts

Title	Form Tested: Treatment	Script		Students: Frosh.	Soph.	Jun.	Sen.	Grad.	Other	Class Total	Total All Classes
A Child Who Cheats	x		Child Growth & Dev.			29	7			36	36
Bicycles in the Driveway	x		Methods of Tchng. Except. Children			26				26	
" "		x	" "			7	14	5		26	52
First and Fundamental R	x		Educ. Psychology	1	12	16	4			34	34
Julia	x		Methods of Tchng. Except. Children			38				38	38
One For You and One For Me	x		Educ. Psychology		15					15	
" "	x		" "		21					21	
" "		x	" "		18					18	
" "		x	" "		23	22				45	
" "		x	Sec. Sch. Methods			24	30			54	
" "		x	" "			18	30			48	201
A Time To Speak	x		Human Growth and Development	2	20	13	2			37	
" "		x	Sec. & Elem. Curr.			9	14			23	60
Image in a Mirror	x		(Unidentified)	3	26	5	2			36	
" "		x	Elem. Sch. Today			6	15	1	5	27	
" "		x	Sec. & Elem. Curr.			9	14			23	86
What Do I Know About Benny?	x		Elem. Methods					14		14	
" "	x		Seminar-Practicum			35	8	3		46	60
Judge Without Jury	x		Directing Stu. Tchng.					34		34	34
Give Me Instead A Catastrophe	x		Educ. Psychology	20	5					25	25
Explorers	x		Seminar in Tchr. Ed.						20	20	20
Welcome to the Third Grade		x	Human Dev. and Learning	1	6	2	2			10	10
TOTALS				27	146	259	143	57	25		656

TABLE II.

Testing of Elementary Treatments and Scripts
- Cont. -

Title	Type of Discussion: Total Class	Small Group	Total Time (min.)	No Student Teaching	Student Experience: Presently Stu. Tchng.	Completed Stu. Tchng.	Full-time Tchng. Experience
Child Cheats		x	50	36			
Bicycles		x	90	26			
"		x	120	26			
Fundamental R	x		40	34			
Julia		x	135	38			
One For Me	x		40	15			
"	x		40	21			
"	x		40	18			
"	x		40	45			
"	x		30	54			
"	x		30	48			
A Time To Speak	x	x	120	37			
"	x		40	23			
Image	x		50	36			
"	x		60	19	2		6
"	x		45	23			
Benny		x	30				14
"	x		90	46			
Judge	x	x	30				34
Catastrophe	x		45-50	25			
Explorers	x		60				20
Welcome		x	180	10			
TOTALS				580	2		74

TABLE III.

Testing of Secondary Treatments and Scripts

Title	Form Tested: Treatment	Script	Course	Students: Frosh.	Soph.	Jun.	Sen.	Grad.	Other	Class Total	Total: All Classes
I Walk Away in the Rain	x		Dir. Stu. Tchng.					8		8	8
Less Far Than the Arrow	x		S.S. Progress in the Elem. Sch.				12	1		13	
" "	x		Sem. in Tchr. Ed.						20	20	
" "	x		Stu. Tchng.				6	6		12	45
Report Card	x		Educ. Measurement					40		40	40
The Day the Insects Took Over	x		Educ. Psychology	14	3					17	
" "	x		Gen. Psy. for Tchrs.	15	5	3				23	40
Some Courses Don't Count		x	Techniques of H.S. Teaching			82	26			108	
" "	x		Educ. Psychology		34	31	3			68	176
Walls		x	" "		2	7	8	10	6	33	
"	x		" "		3	37	7			47	
"	x		Adv. Educ. Psych.					14		14	94
Tense: Imperfect	x		Sem. in Tchr. Ed.						20	20	
" "	x		S. S. Progress in the Elem. School				15	1		16	
" "		x	Method & Prac. Tchng.			9	2			11	47
Poetry in Paul		x	Educ. Psychology			16	3			19	
"		x	" "			9	9			18	
"		x	Curr. Development			17	5			22	59
Just A Simple Misunderstanding	x		Psych. in Tchng.					40		40	40
The Name of the Game Is Teaching		x	Techniques of H.S. Teaching			20	10			30	
" "		x	Educ. Psychology		21	6	2	1		30	60
TOTALS				29	68	237	108	121	46		609

TABLE IV.

Testing of Secondary Treatments and Scripts
- Cont. -

Title	Type of Discussion: Total Class	Small Group	Total Time (min.)	No Student Teaching	Student Experience: Presently Stu. Tchng.	Completed Stu. Tchng.	Full-time Tchng. Experience
I Walk Away	x		60				8
Arrow	x		40			12	1
"	x		60				20
"	x		90				12
Report Card	x		40	13		13	14
Insects	x		45	17			
"		x	50	23			
Some Courses	x		50	108			
"	x		40	68			
Walls		x	50	47			
"	x		90	33			
"	x		40			7	7
Imperfect	x		60				20
"	x		40			15	1
"	x		90		11		
Poetry		x	100	19			
"		x	150	22			
"		x	100	18			
Misunderstanding	x		45				40
Game Is Teaching	x		45	30			
" "	x		40	30			
TOTALS				428	11	47	123

Typically, a testing consumed forty to sixty minutes of class discussion time, and included the whole class in a single discussion. The range of time spent in discussion was from thirty minutes to three hours. Approximately one-quarter of the testing was done with multiple groups within a larger class.

Turning next to the "standard conditions" recommended for this testing, it is evident that the two most important conditions were fulfilled quite well. A total of 1,265 students participated in this field testing at all of the participating universities. Of this total, 1,017 or about eighty percert were undergraduate students. Of these, approximately forty-eight percent were juniors. Similarly, 1,008 or approximately eighty percent of the total group had not yet become involved in student teaching experience.

Thus, two of the recommended standard conditions were fulfilled quite well: That the problems be tested with undergraduate students and prior to their student teaching experience. Generally speaking, we fell somewhat short of fulfilling a third condition: That the problems be tested with classes in the general area of educational psychology. Of the total classes involved in the testing, approximately forty-one percent were in the general area of educational psychology. This was not quite as high a proportion as had been anticipated. The problem was simply that we encountered some practical limitations to our plans. In some cases, the consultants did not teach, nor have ready access to undergraduate classes in the area of educational psychology. However, it should be remembered that the considerable variety of classes used for this testing has also had some real advantages.

For one thing, it has helped to assure a broad perspective in the analysis of the treatments and scripts. Also, it strongly supports our expectation that the film series will be found useful in a variety of Education classes.

Generally, the results of this field testing have been highly satisfactory. We feel that it has contributed information that will help greatly to develop a film series that is realistic and instructionally useful. An example of the type of information and suggestions produced by this testing can be found in the Appendices of the First Progress Report cited on page six.

Final Revision of Film Scripts and Selection of First Films to be Produced.

A conference of approximately half the members of the Inter-University Film Group was held in Kansas City in January, 1966. This conference had two primary purposes: first, to resolve some of the points of difficulty that still remained in a few of the film scripts; second, to make a selection of the five scripts that will be produced first under an amendment to the present contract. In regard to the first goal, it was felt that an informal meeting between the educational consultants concerned and the script writers would be the most efficient way to make the modifications still necessary in certain scripts. Generally, these were changes that were sufficiently complex or important to require intensive cooperative work. The normal communication by telephone and mail did not seem to be sufficient. Almost all of the remaining problems were actually resolved so that final revisions of the twenty-two scripts could be completed following the conference.

In regard to the second goal, it was felt that the decisions made by this group would be a more equitable way of determining the first five films to be produced than to have the project directors and script writers alone make this decision. After considerable discussion of the criteria to be considered, the group voted on its selections for the first production of films. Each conference participant was asked to select eight scripts for initial production. It was decided to make a selection of at least eight films so that the film producer would have some latitude in selecting five scripts that could be most readily and effectively produced. The first nine scripts, in order of choice, is given below:

1. The Bicycles in the Driveway
2. What Do I Know About Benny?
3. The First and Fundamental R
4. Report Card
5. Less Far Than the Arrow
6. Tense: Imperfect
7. Julia
8. Some Courses Don't Count
9. Walls

During and following this conference, final approval was obtained from the project participants at each university on the final revision of their scripts. The approved revisions of all twenty-two scripts are included in the Appendix of this report.

PROGRESS ON UTILIZATION PLANS.

A concomitant aim of the present project has been to continue the development of plans for utilization and evaluation of the films. Specifically, our task was to initiate the development of an Instructional Guide to accompany the film series, and to give further thought to the problem of developing plans for classroom utilization of the films. It was mentioned previously that the development of a small "research planning group" was recommended at the conference in Chicago. This group was later formed and was to consist of the project directors and the project participants from the University of Missouri at Kansas City and Indiana University. This planning group met for the first time in Bloomington, Indiana, in July, 1965, and met again during the final conference in Kansas City. The outcome of this group's efforts is a joint UMKC-Indiana utilization plan that is being conducted during the present semester. Two of the representatives at these two institutions are currently conducting undergraduate educational psychology classes making use of the film scripts as a basis for problem-solving in small discussion groups. Instruments for evaluating the outcomes of this instructional method are also being developed. Thus far, the use of the film scripts as a basis for this instructional method appears to be highly promising.

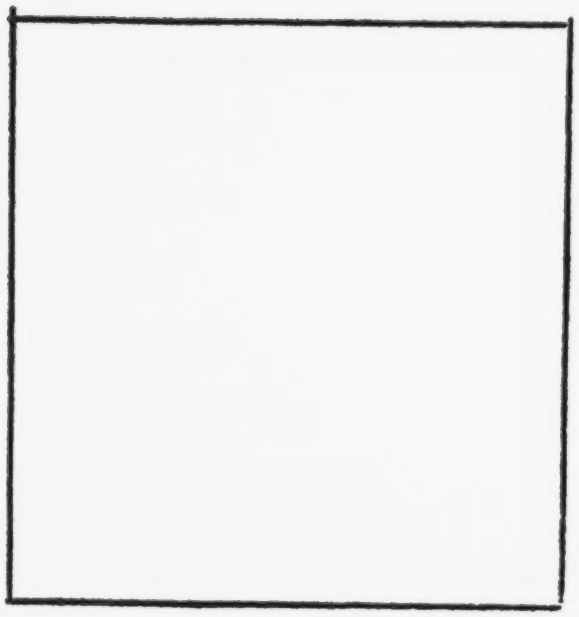
Work has also started on the development of an Instructional Guide to accompany the film series. A tentative format for such

a Guide was developed prior to the final conference in Kansas City. The strength and limitations of the format were discussed extensively at the conference, and the ways in which the Guide might be used were explored. The conference participants agreed to submit materials for this Guide, and to consider it as a possible format for the Guide to accompany the film series. The few parts of this Guide that have already been developed are currently being used in the joint UMKC-Indiana utilization plan described above. A sample of one of the first such Guides developed is included in the Appendix to this report.

APPENDIX

DISCUSSION GUIDE FOR

"WHAT DO I KNOW ABOUT BENNY?"



"Everybody says grades are so important----We want Benny to go to college."

"Now, Mrs. Pearson, what I meant was his <u>basic</u> ability -- the ability he has to begin with."

"When he works hard like he does and still makes bad grades, his teachers must not be teaching him very good."

Mr. Latimer seems to be faced with several problems, one a short-range problem and at least two, long-range: How is he going to answer Mrs. Pearson's question? How is he going to communicate with her in the future? What can he do to help Benny make the most of what ability he has? Thus, there are several questions for you to decide upon:

IF YOU WERE IN MR. LATIMER'S SPOT, HOW WOULD YOU ANSWER MRS. PEARSON? HOW COULD YOU IMPROVE YOUR COMMUNICATION WITH HER IN THE FUTURE? WHAT WOULD YOU DO WITH BENNY IN YOUR CLASS?

On the next page is a copy of Benny's cumulative record, as Mr. Latimer saw it. Be sure to look it over carefully as you consider a few of the questions that are given below. Doing this could help you make wiser decisions about the kind of help that Benny needs and the advice or counsel that his mother needs.

REMEMBER THAT THERE ARE NO SINGLE, "CORRECT SOLUTIONS" TO THE SEVERAL PROBLEMS POSED IN THIS SITUATION. THERE ARE MANY POSSIBLE DECISIONS. SOME OF WHICH MIGHT BE MORE HELPFUL THAN OTHERS TO BENNY AND MRS. PEARSON.

Name Pearson, Benjamin
Address 227½ Sherman
Father Pearson, Oscar
Mother Pearson, Verna
Siblings Pamela Age 12
Everett 6
Darlene 5

CUMULATIVE RECORD
Central Elem. School

Father's Occup. Maintenance
Mother's Occup. Grocery checker

Former School Central Elem.
Date Entered Central
Home Telephone None

General Health: O.K.
Handicaps: None
Date of Birth: March 3, 1955
Age: 11 years

TEST RECORD

Intelligence test:	CA	MA	IQ	Date	Grade
Group -					
Kuhlmann - Anderson, Form CD	8-0	--	89	3-20-63	2nd
California Test of Mental Maturity: Language	9-C	8-5	87	9-21-64	4th
: Non Language	9-6	10-2	105		
Individual --					
Stanford-Binet, Form L-M	6-6	6-0	94	9-25-61	1st

ACADEMIC RECORD

Record the year's average as A, B, C, D, or F:

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
Reading	C-	C-	D	D-		
English						
Spelling	C	C-	D	D		
Arithmetic	C	C+	B-	C-		
Social Studies		C	C	D-		
Science and Health		B	B+	C+		

Write Below, Average, or Above to indicate level of accomplishment:

Work Habits	Average	Average	Below	Below
Social and Personal Development	Average	Average	Average	Below

Please attach comments on special achievements, behavior problems, etc.

Questions.

1. What do we mean by "basic ability" or "basic intelligence?" Do intelligence tests measure it?

2. Can you predict someone's future academic performance on the basis of his intelligence? Can you predict it on the basis of his <u>past</u> academic performance?

3. How might you explain the change in Benny's IQ from first grade to fourth grade? Or do you agree that it <u>is</u> a change?

4. Judging from your own thirteen or more years of experience in school, what do you feel is the most common reason for poor performance in school? If you decide that low intelligence is the most common reason, what is the <u>next</u> most common?

5. Attitudes frequently determine the way we view things, which in turn influences our behavior. What attitudes might we infer from these remarks of Mrs. Pearson's?

   "I was real disappointed that Benny's grades weren't any better."

   "Everybody says grades are so important."

   "My husband is just a working man."

   "His sister, Pam, now - she brings home A's and B's."

   In general, what behavior toward a child might you expect to result from these attitudes?

6. How are Mrs. Pearson's attitudes apparently affecting

   a. Benny's need for achievement?
   b. His need for affiliation with other children?
   c. His self-concept?
   d. His relationship to authority figures?

7. Do you feel that it is desirable for teachers to attempt to change family attitudes? If you feel that it is, how would you go about changing Mrs. Pearson's attitudes?

8. In helping Benny to improve in your classroom, can you imagine making <u>practical</u> use of any of the following motivational concepts?

   a. Need for recognition.
   b. Need for achievement.
   c. Intrinsic motivation.
   d. Individual interests.
   e. Reward.

References.

The following pages and chapters pertaining to each question will give you some added information and perspective. You should, of course, feel free to consult any other references that you know about.

Question 1:

a. Mouly, George. Psychology for Effective Teaching. Holt, 1960. Chapter 7.

b. English, H.B. Dynamics of Child Development. Holt, Rinehart, Winston, 1961. Pp. 282-292.

c. Clayton, Thomas. Teaching and Learning: A Psychological Perspective. Prentice-Hall, 1965. Pp. 163-165.

d. Fullagar, Lewis, and Cumbee. Readings for Educational Psychology. Second Edition. Crowell, 1964. Selection 21, pp. 187-200.

Question 2:

a. Fullagar et al. Ibid.
Selection 21, but especially pages 196-200.
Selection 20, especially pages 179-181.

b. Mouly. Ibid. But especially pages 196-200.

Question 3:

a. English. Ibid.
Pages 292-295.

b. Mouly. Ibid.
Pages 211-214.

Question 5:

a. Mouly. Ibid.
Pages 343-350.

b. Lambert and Lambert. Social Psychology.
Prentice-Hall, 1964. Chapter 4.

Question 6:

a. Mouly. Ibid.
Lambert and Lambert. Ibid.

b. Mouly. Ibid.
Pages 22-24, 30-37, 43-52.

c. Blair, Jones and Simpson. Educational Psychology. Second Edition. Macmillan, 1962. Pages 167-174, 189-191, 200-206.

Question 7:

a. Lambert and Lambert. Ibid.
But especially pages 64-69.

b. Mouly. Ibid.
But especially pages 350-351.

c. Blair et al. Ibid.
Pages 227-229.

Question 8:

a. Mouly. Ibid.
Pages 30-36 and Chapter 10.

b. Clayton. Ibid.
Pages 81-86.

c. Blair et al. Ibid.
Pages 194-210 and 218-225.

Exercises.

1. To gain some first-hand understanding of just what an intelligence test is, try to obtain a copy of the group and individual intelligence tests that were administered to Benny. In some colleges and universities, sample tests are kept on file for reference in certain offices or locations: the library, the office of educational testing or research, the psychology or educational psychology department, the guidance office, etc. You might consult your instructor for help.

Familiarize yourself with the kinds of questions and problems that are included in the test. Be sure to obtain an instruction booklet, as well as a copy of the test booklet that the student uses. For the Stanford-Binet test, there is an instruction book, a test booklet, and a test kit.

It is highly important to remember that the purpose of looking through this material is to become familiar with the nature of intelligence tests--it is <u>not</u> to learn to administer these tests! This is particularly true of the Stanford-Binet; learning to administer this test requires intensive professional training, generally at the graduate level.

Remember, also, that much of the value of these tests lies in the fact that their exact content is <u>not</u> known in advance to the children (and to the parents of the children) who take them. It is extremely important that this content remain confidential. So, treat this test material professionally; do not describe it to anyone who is not involved in teaching professionally.

If you cannot obtain copies of any of the tests, you might look into several references that contain fairly detailed descriptions of these and other intelligence tests. These references are given at the end of this section.

Judging from your review of these test materials, how would you answer the following questions?

a. What kinds of things does a child have to know, or know how to do to perform adequately on these tests?

b. What are some things that might cause a child's performance to be different on a group and on an individual intelligence test?

c. What are some things that might cause a child to do less well on a group intelligence test involving words and one in which words are used sparingly?

2. Following the general directions given in the introduction to this manual, recreate the conference between Mr. Latimer and Mrs. Pearson by means of "role playing," or "role play" a second, follow-up conference between them.

Before attempting this, however, be sure that you have considered some of the questions posed in the previous section, and have arrived at some kind of decision about how best to help Benny and to communicate with Mrs. Pearson.

3. After you have arrived at some fairly satisfactory decisions about this problem, and have enacted the above role playing episode on the basis of one or more of these decisions, you might like to arrange a few role playing episodes of your own that concern other types of parent-child problems. This will give you some experience in adjusting to novel problems and situations.

You undoubtedly can think of a number of different parent-child problems from your own experience. But as a suggestion, you might like to role play a teacher's conference with:

a. An aggressive mother who is a college graduate and knows quite a bit about intelligence and achievement tests.

b. Parents who are completely unconcerned and uninterested in their child's poor performance in school.

References.

1. A rather detailed description of one or more of the intelligence tests administered to Benny can be found in the following references:

Blair, Jones and Simpson, Educational Psychology. Second Edition. Macmillan, 1962.

Cronbach, L. J. Essentials of Psychological Testing. Second Edition. Harper, 1960.

2. Instructions for "role playing" are given in the Introduction to this manual.